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ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in March; poems; a flannelboard story; word puzzles and other puzzles; art activities; language arts activities; an exercise in following directions; science activities; mathematics activities; activities to develop an awareness of post office careers; and instructions for several ball-handling games. Many of the activities have a theme related to the month of March or to Florida (the "state of the month"). An index lists the activities in five categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, divergent production, and evaluation. (DC)

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March 1982

DATE	EVENT	ACTIVITIES PAGE
State of the Month - FLORIDA CHOICE Unit - "The Post Office"		1, 11-15 37-46
Youth Art Month, National Nutrition Month		
1-6	MUSIC IN OUR SCHOOLS WEEK	22
1-7	NATIONAL PHYSICAL EDUCATION WEEK	47-49
3	FLORIDA ADMISSION DAY (1845)	1, 11-15
	Doll Day: Japan	
	NATIONAL ANTHEM DAY	3
	ALEXANDER GRAHAM BELL - birthday (1847)	20, 21
6	Battle of the Alamo	
10	First successful TELEPHONE TRANSMISSION (1876)	20, 21
11	YOUNG PEOPLE'S CONCERT by Kern Philharmonic Orchestra (Civic Auditorium)	
	First paper money issued in U.S.	
14	ALBERT EINSTEIN - birthday (1879)	
16	YOUNG PEOPLE'S CONCERT by Kern Philharmonic Orchestra (Arvin High School Auditorium)	
17	SAINT PATRICK'S DAY	5, 6, 27, 31
19	American Agriculture Day	
20	FIRST DAY OF SPRING	2, 3, 4, 16
	INSTRUCTIONAL MATERIALS PREPARATION WORKSHOP: See more information -	Inside back cover
21	JOHANN SEBASTIAN BACH - birthday (1685)	
	BENITO JUAREZ - birthday (1806): Mexico	See March, 1981 issue, pp. 10-13
23	ORAL LANGUAGE FESTIVAL and SPELLING BEE - Cal State Bakersfield	
25	BAKERSFIELD CITY School District Junior High School HONOR MUSIC FESTIVAL (Civic Auditorium) 8:00 p.m.	
27	KERN COUNTY Elementary/Junior High School HONOR MUSIC FESTIVAL (Civic Auditorium, 7:30 p.m.)	

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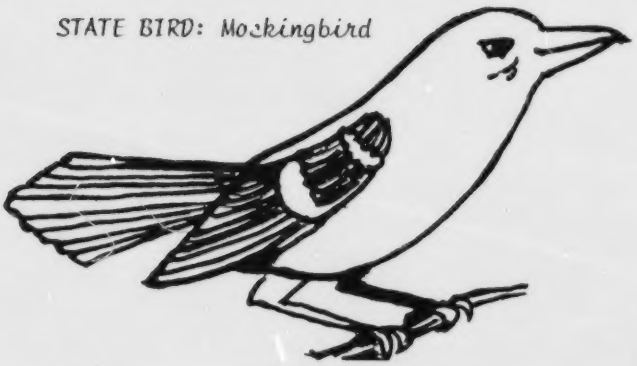
FLORIDA

Admission date: March 3, 1845

STATE BIRD: Mockingbird



STATE FLOWER: Orange blossom

MARCH

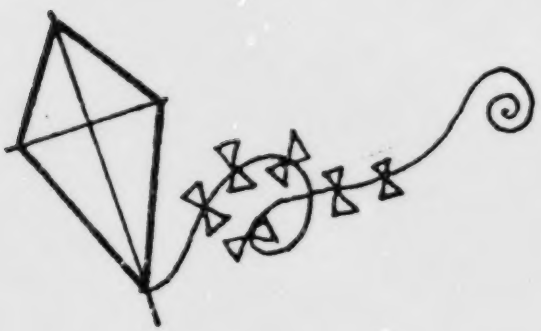
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Spring is Here!

MARCH

A blue day,
a blue jay
and a good beginning.

One crow,
melting snow -
Spring is winning!



KITE DAYS

A kite, a sky, and a good firm breeze,
And acres of ground away from trees,
And one hundred yards of clean strong
string -
O boy, O boy! I call that Spring!

UNDERSTANDING

Sun
and rain
and wind
and storms
and thunder go together.

There has to be a bit of each
to make the weather.

Sun

Over there the sun gets up.
(Point to East)
And marches all the day.
(Raise arm slowly)
At noon it stands right over head.
(Point straight up)
At night it goes away.
(Lower arm slowly to West and drop down.)

Spring

Spring is coming! Spring is coming!
How do you think I know?
I found some pussy willows
So I know it must be so.

Sun

The sunshine does so many things,
Like changing winter into spring.
He makes days long and all things grow,
So that is why I do love him so.

IN BETWEEN

I'm not the oldest.
I'm not the youngest.
It's no riddle.
I'm in the middle.

I'm not the tallest.
I'm not the shortest.
I can be seen,
Just in between.
I'm not the darkest.
I'm not the lightest.
My face and hair
Are just there.
I'm not the thinnest.
I'm not the fattest.
I'm just right
For my height.
I'm not the biggest.
I'm not the baby.
It is cozy to be
In the center of three.

This is not the end -
My very best friend
   is not the oldest
   or the youngest,
   the tallest
   or the shortest,
   the darkest
   or the lightest,
   the thinnest
   or the fattest,
   the biggest
   or the baby.
It's plain to see
She's sandwiched in
   between
Just like me.

Old Glory

I love our flag,
And so do I
And I.
And I.

I'll wave it high
And so will I,
And I.
And I.

I'll never let it touch the ground
Nor I,
Nor I.
Nor I.

I'll sing to you, Old Glory,
We'll sing to you Old Glory,
Because you are our own dear flag.

Red, White, Blue

I love the flag
It flies so high
It almost seems
To touch the sky.

Red, white and blue
Its colors are,
For every state
There is a star.

Our Flag

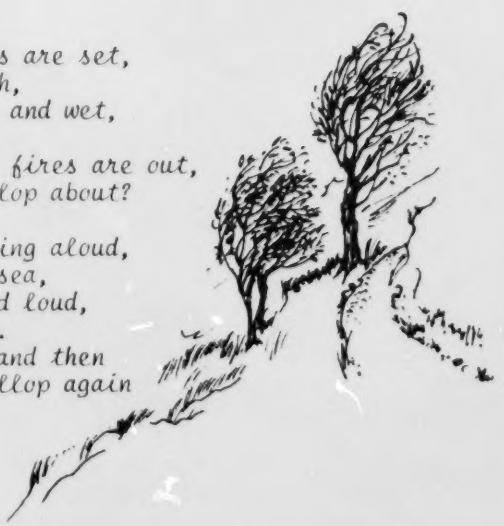
To the red, white, and blue
I will ever be true.
There is no flag, however grand,
Like our own red, white, and blue.

Hurrah for the flag, our country's
flag!
Its stripes and white stars, too!
There is no flag in any land
Like our own red, white, and blue!

WHO HAS SEEN THE WIND?

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again



IT'S SPRING!

One bright Monday morning while on my way to school ... I saw

1 blade of green grass growing
near a little blue pool.

One cool Tuesday morning while on the way to school ... I saw

2 blades of green grass growing
1 pretty flower blooming
near a little blue pool.

One windy Wednesday morning while on my way to school ... I saw

3 blades of green grass growing
2 pretty flowers blooming
1 maple tree just budding
near a little blue pool.

One cloudy Thursday morning while on my way to school ... I saw

4 blades of green grass growing
3 pretty flowers blooming
2 maple trees just budding
1 bird sweetly singing
near a little blue pool.

SUCH A CHEERY SPRING SONG !!!

One rainy Friday morning while on my way to school ... I saw

5 blades of green grass growing
4 pretty flowers blooming
3 maple trees just budding
2 birds sweetly singing
1 busy bee buzzing
near a little blue pool.

One warm Saturday morning in the park near my school ... I saw

6 blades of green grass growing
5 pretty flowers blooming
4 maple trees just budding
3 birds sweetly singing
2 busy bees buzzing
1 wiggle worm a-wiggling
near a little blue pool.

One sunny Sunday morning in the park near my school ... I saw

7 blades of green grass growing
6 pretty flowers blooming
5 maple trees just budding
4 birds sweetly singing
3 busy bees buzzing
2 wiggle worms a-wiggling
1 tiny ant crawling
near a little blue pool.

Read the poem to the children. Let them join in once they discover the pattern.

Find someone to present the song in sign language for a new and beautiful experience.

For memory development, after the poem is finished. What did the grass do? (Grow); What did the flowers do?...the trees?...birds?...bees?...worms?... ants? Where were they?

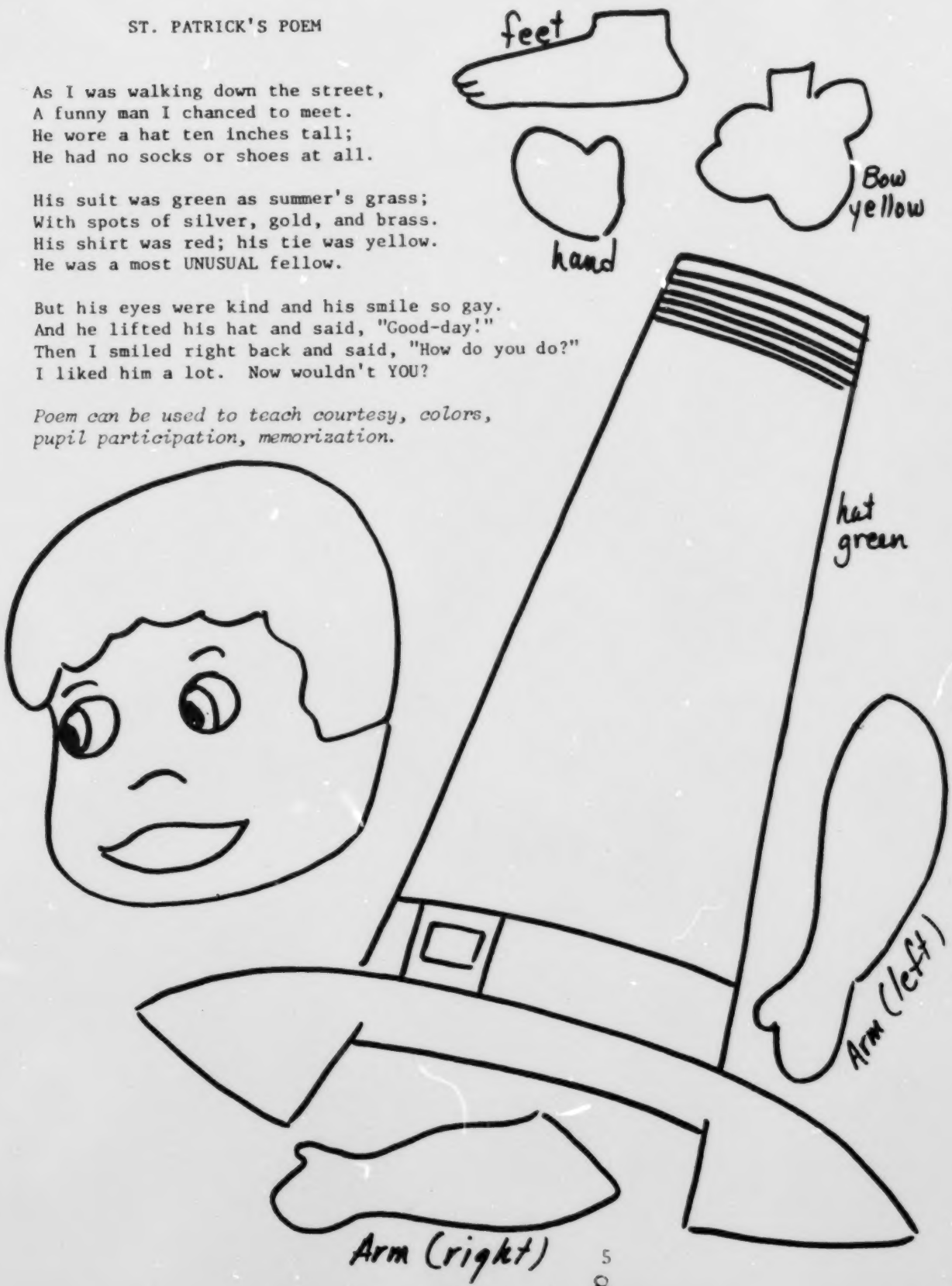
ST. PATRICK'S POEM

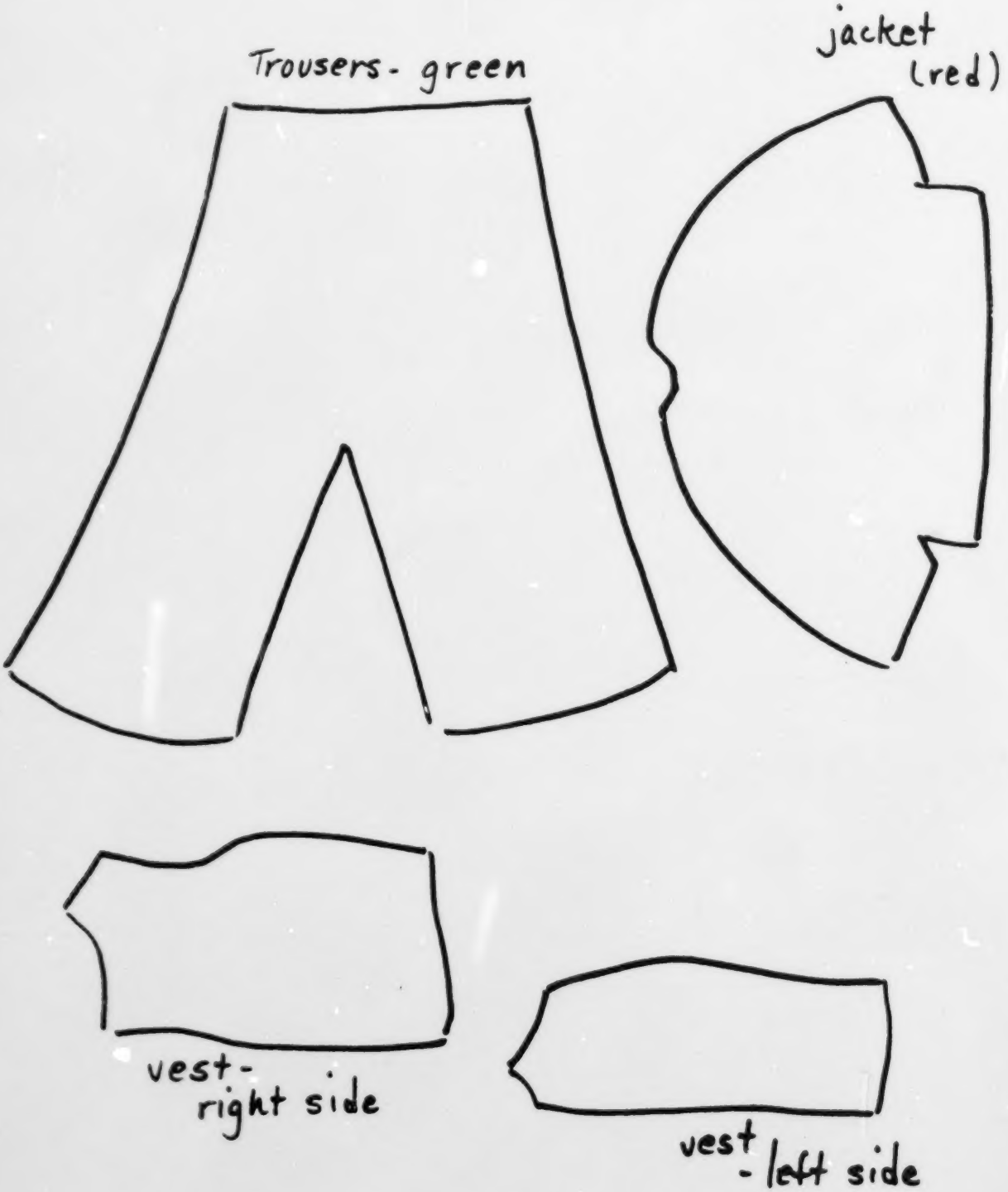
As I was walking down the street,
A funny man I chanced to meet.
He wore a hat ten inches tall;
He had no socks or shoes at all.

His suit was green as summer's grass;
With spots of silver, gold, and brass.
His shirt was red; his tie was yellow.
He was a most UNUSUAL fellow.

But his eyes were kind and his smile so gay.
And he lifted his hat and said, "Good-day!"
Then I smiled right back and said, "How do you do?"
I liked him a lot. Now wouldn't YOU?

Poem can be used to teach courtesy, colors, pupil participation, memorization.




Trousers - green
jacket
(red)
vest -
right side
vest
- left side

LEANDER THE GANDER

Leander was a goose. He raced across his pen because he saw Sneaker, the black tomcat stealing his food again. He always did it because it made Leander mad. Sneaker didn't want the food - he just took it to annoy Leander - and it did.

He raced to the fence and tried to get under it. But he got himself in a jam (what do you think happened?) Yes, he got stuck! He got his head and long neck under the fence but the rest of him was too big to follow. He flapped his head and tried to back up but he couldn't get loose.

Sneaker sat back and blinked his dark eyes and a grin spread over his face. The more Leander looked at Sneaker the madder he got and he hissed and flapped his wings, but Sneaker just sat there and laughed at him.

So, Leander shut his eyes tight and wished with all his heart that Sneaker had his long neck and he had Sneaker's short one. Then the cat wouldn't think it was funny. Suddenly he felt something happen. He turned his head around and there was his head right next to his shoulders! Leander didn't dare move. He was too surprised.

Then he looked at Sneaker. In place of his short furry neck he had a long, rubbery one covered with nice white feathers. Leander started to laugh. Of course, since he was only a gander, his laughter was a mixture of honks and hisses that sounded like a worn-out auto horn and sometimes like steam escaping from a boiler.

Sneaker didn't think it was funny. He jumped up and started for Leander. He started to slide under the fence. Bang! Wham! He hit himself on the fence.

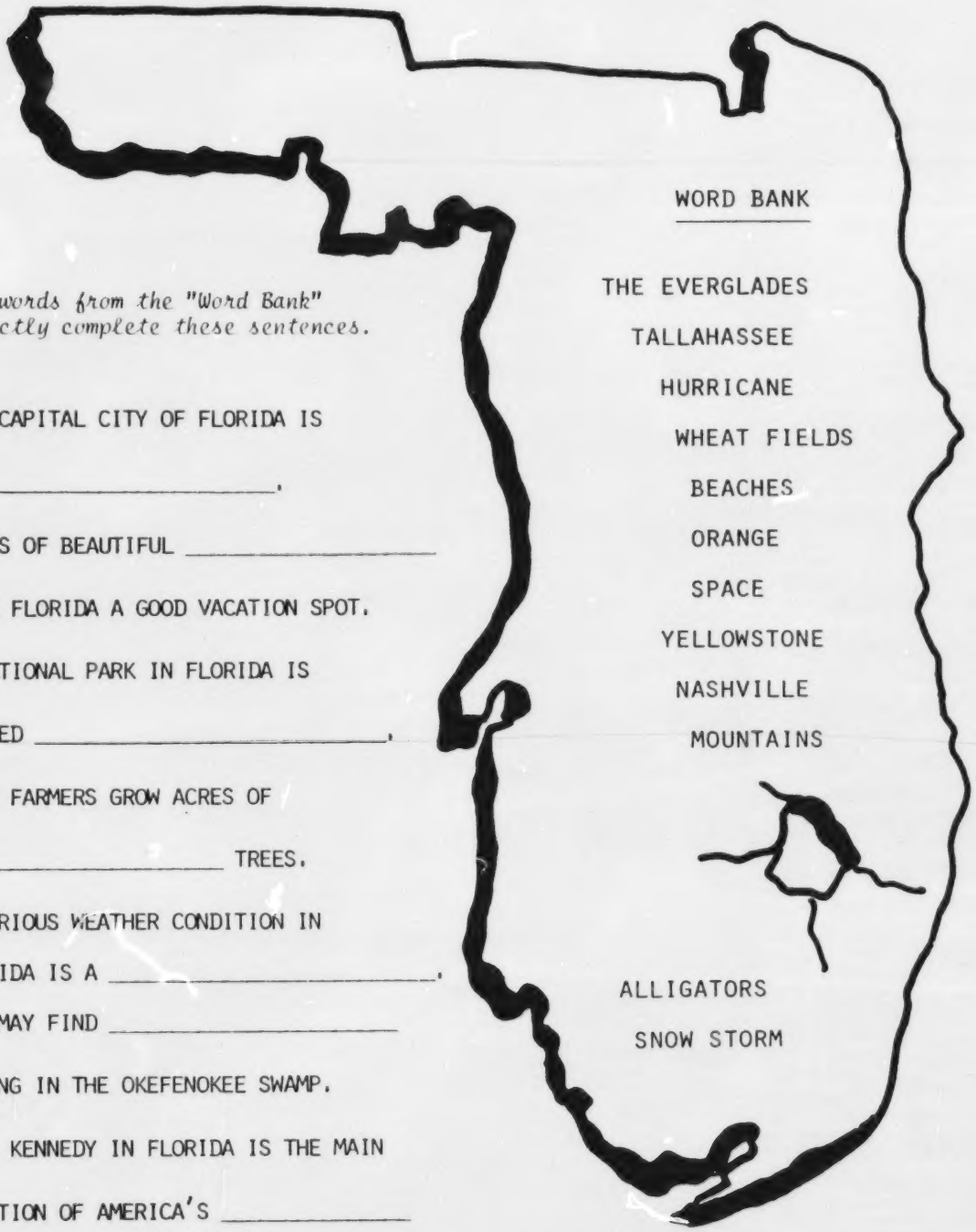
Leander laughed even louder. Then he tried to figure out what had happened. He wished for his own neck back and swoosh!...his neck was back, feathers and all and Sneaker's neck landed back with a plop on his body.

So, Sneaker walked away looking back very respectfully at Leander. He would not laugh at him again soon. And Leander decided that maybe his quiet pen really was the best place to be. After all, he still had his own neck. It was a good neck too and Leander really liked it very much.

"LEANDER THE GANDER"

State of the Month...

Florida



Use the words from the "Word Bank" to correctly complete these sentences.

1. THE CAPITAL CITY OF FLORIDA IS _____.
2. MILES OF BEAUTIFUL _____ MAKE FLORIDA A GOOD VACATION SPOT.
3. A NATIONAL PARK IN FLORIDA IS CALLED _____.
4. MANY FARMERS GROW ACRES OF _____ TREES.
5. A SERIOUS WEATHER CONDITION IN FLORIDA IS A _____.
6. YOU MAY FIND _____ LIVING IN THE OKEFENOKEE SWAMP.
7. CAPE KENNEDY IN FLORIDA IS THE MAIN LOCATION OF AMERICA'S _____ PROGRAM.

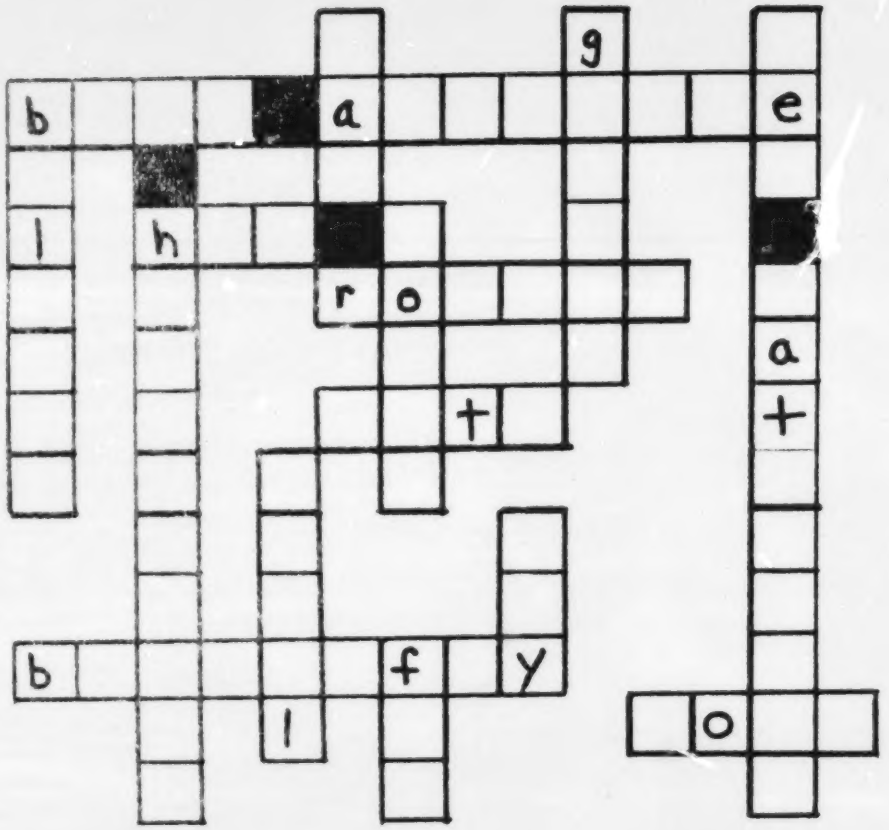
WORD BANK

THE EVERGLADES
TALLAHASSEE
HURRICANE
WHEAT FIELDS
BEACHES
ORANGE
SPACE
YELLOWSTONE
NASHVILLE
MOUNTAINS
ALLIGATORS
SNOW STORM

All Up in the Air

WORD LIST

airplane
angel
balloon
bat
bee
bird
butterfly
fly
glider
helicopter
hen
jay
kite
moth
robin
rocket
satellite

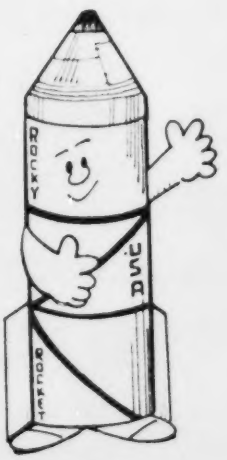


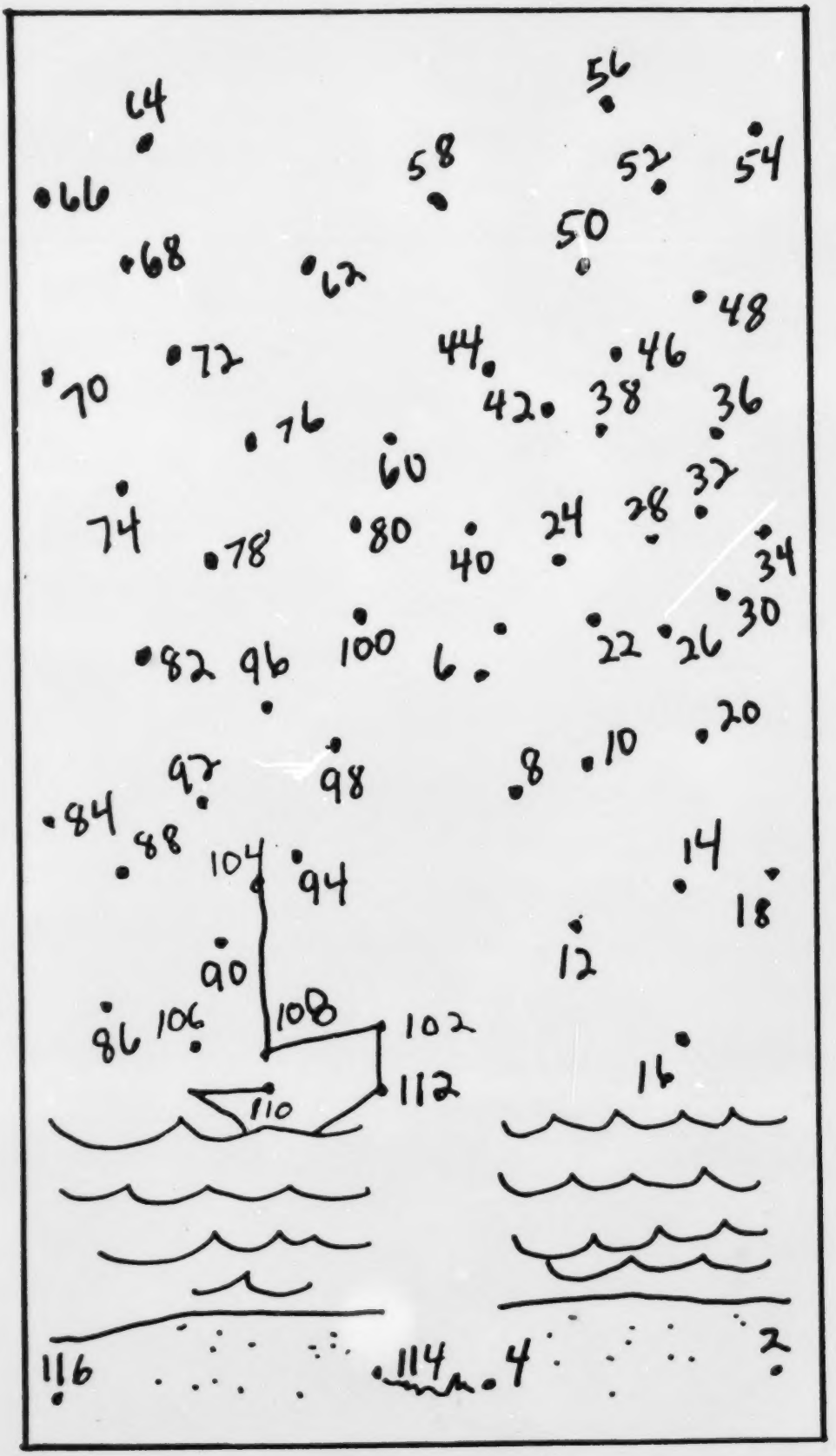
Look up in the air! What do you see? A rocket, an angel, a bee?

DIRECTIONS: Use the letter clues that are already in the puzzle to help you write in the rest of the words from the word list.

Each word is used only once.

* Cape Kennedy is in FLORIDA. Most of the space launches are made from this location.





DOT-TO-DOT

COUNT BY 2's. JOIN THE DOTS AND YOU WILL DISCOVER A VERY COMMON SIGHT IN FLORIDA.

Florida's seacoasts, rivers and lakes make Florida a fisherman's paradise!

Something Fishy

When I Go Fishing

When I go fishing,
I'm always wishing
Some fishes I will get;
But while I'm fishing,
The fish are wishing
I won't just harder yet.

And of those wishes
Of the fishes
Every one comes true;
So all my wishes
To get fishes
Never, never do.

THE DUCK AND THE GOAT

A duck and a goat
Once sailed a boat,
Upon the ocean blue.
They built their boat
with popsicle sticks,
And lots of sticky glue.

Those two in their boat
Remained afloat.
Until the end of day.
But alas and alack
the sun and the sea,
Dissolved that glue away.

Now that duck, indeed,
Could swim with speed;
But the goat found it a chore.
So the duck pulled hard
on the ear of the goat,
And they safely reached the shore.

The duck and the goat
Had lost their boat,
But learned a lesson, too.
The next time they
decide to sail,
They'll carry extra glue.

FISH OF THE AIR

The colored leaves appearing,
Copper, red and fair,
Blowing round in circles,
Darting here and there,
Are little schools of fishes
In pools of autumn air.

A Fish Tale

When I grow up I'm going to have
A fishing rod and reel *(long arm)*
Some wading boots, a box of bait too.
I'll cast my line into the creek
And catch a great big trout
But it won't be one half as big as
the one I'll talk about.

Art for March...

March is the perfect month for projects on space and space travel since our State of the Month is February - the home base of the U.S.A.'s space program.

Here is a class or individual project that will add interest to your space study.

Moon Centerpiece

Inflate a large round balloon and tie securely. Place mouth end in a bowl or section of an oatmeal box while working.

Dip narrow torn strips of newspaper into undiluted liquid starch and smooth onto the balloon, applying in two layers. Allow to dry for about a day.

To make the characteristic moon surface, dip tissue and popped corn into the starch, then form craters, ridges and so on with fingers. Again let dry for a day. Then spray paint as desired. (Gold is striking.)

Rest the moon in a tissue filled box, surrounded by blue paper studded with silver stars and seals.

Place a tiny American flag at the top of the moon and glue on little pipe cleaner astronauts.

Acrostic Fun

Write a sentence using the letters in SPRING as the first letters of the words in the sentence.

EXAMPLE:

K = Kids

I = in

T = town are

E = everywhere.

S_____

P_____

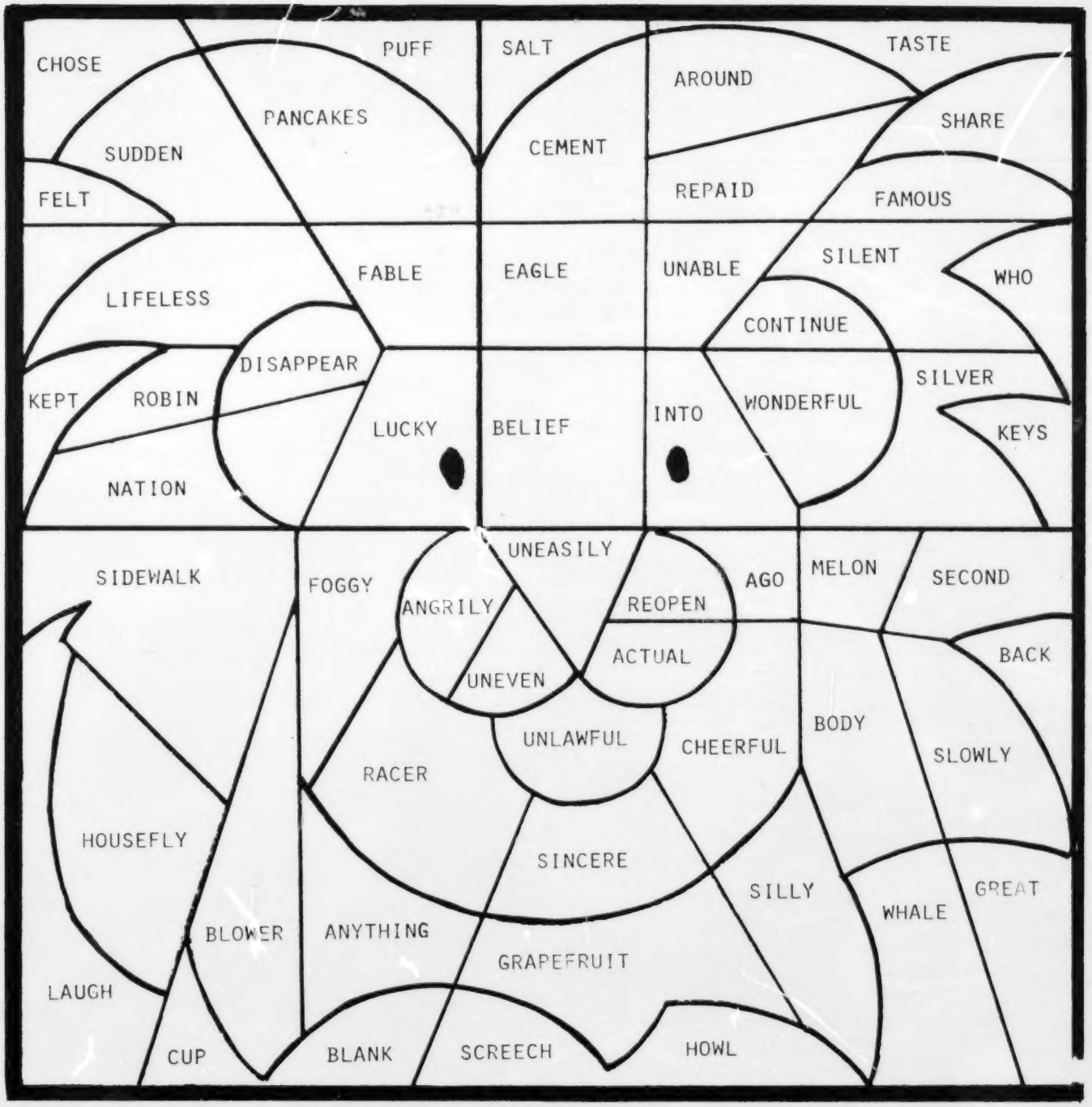
R_____

I_____

N_____

G_____

March ...in like a LION



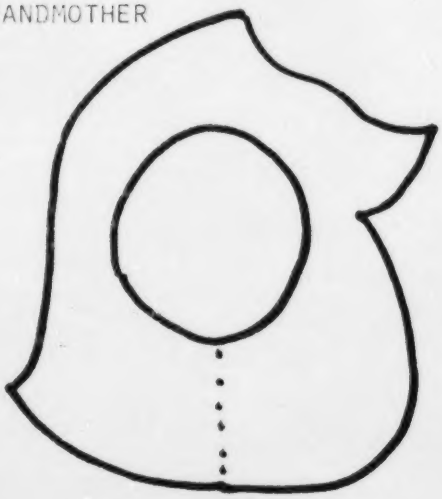
1 SYLLABLE = BLUE 2 SYLLABLES = BROWN 3 SYLLABLES = ORANGE
4 SYLLABLES = BLACK

MOTHER

GRANDMOTHER

GRANDMOTHER'S
CAP FOR THE WOLF

LITTLE RED RIDING HOOD



HER RED HOOD

THE WOODCUTTER

THE WOLF

CUT ONE OF THESE BANDS FOR EACH FINGER. WRAP AROUND YOUR FINGER AND GLUE TO FIT. GLUE EACH OF THE FACES ONTO THE BAND, LIKE A RING.

USE GRANDMOTHER'S CAP FOR THE WOLF'S DISGUISE.

LITTLE RED RIDING HOOD

Have some fun with an old favorite story!

Join the dots to show the main character in that story.

Read the story from several different books. Discuss the differences in each version. Why do you suppose there are differences in the story?

Use the word list below to write the story of LITTLE RED RIDING HOOD in your own words.

Put on a finger puppet play as you tell your story to a classmate.

Make word lists, write stories and make finger puppets to go with your favorite story.

WORD LIST

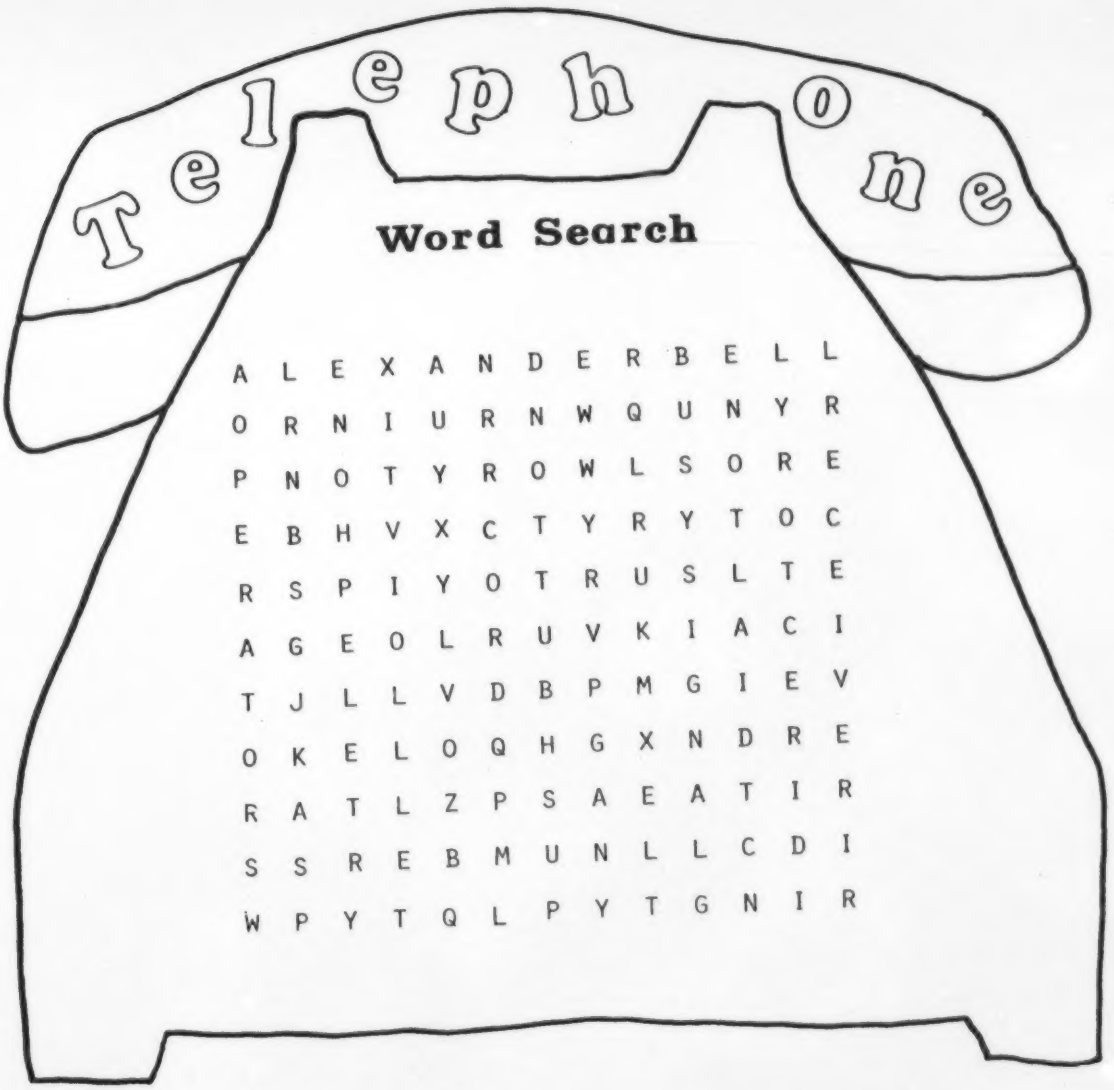
GIRL	TIME	AX
BASKET	WHAT	SCREAMED
FOREST	BIG	SAVED
HOUSE	EYES	GOING
WALKED	TEETH	TAKE
ONCE	NOSE	SICK
UPON	BETTER	BED
CHASED	WITH	INTO

HOW ARE YOUR TELEPHONE MANNERS?

Materials:

Paper
Pencil

Make a list of rules of etiquette to use when using the phone. Think about when you are the caller and also when someone calls you.


Telephone
Word Search
A L E X A N D E R B E L L
O R N I U R N W Q U N Y R
P N O T Y R O W L S O R E
E B H V X C T Y R Y T O C
R S P I Y O T R U S L T E
A G E O L R U V K I A C I
T J L L V D B P M G I E V
O K E L O Q H G X N D R E
R A T L Z P S A E A T I R
S S R E B M U N L L C D I
W P Y T Q L P Y T G N I R

RECEIVER
POLES
CORD
NUMBER
PUSHBUTTON
OPERATORS
DIRECTORY
RING
DIAL TONE
BUSY SIGNAL
ALEXANDER BELL
TELEPHONE

The month of March marks not only Alexander Graham Bell's birthday (March 3), but also the anniversary of the first successful telephone transmission. (March 10)

Can You Follow Directions?

The musicians in the band need to walk down the street two-by-two. Can you match the pairs of horns that are alike? Color one pair of horns red; one pair green; one pair blue; one pair yellow. Use your orange crayon to color the one horn that does not have a match.

Shoebox Science

Approach

1. Introduce Shoe Box to the group, showing some of the materials.
2. Place on Shoe Box Science Shelf.
3. Leave rest for self-discovery.

(1) Looking Through Things

Materials:

- Transparent bottle
- Baby food jar
- Plastic jar
- Plastic bag
- Magnifying glass
- Old eye glasses
- Shell
- Sheet of glass
- Telescope
- Binoculars
- Prism
- Bug
- Fabric
- Kaleidoscope

Suggested Experiences:

Collect transparent objects, even those larger than a shoebox, such as a plastic food box or an aquarium.

Is it easy to see through all the objects in the collection?

Is it as easy to see through an old plastic bag as through a new one?

How do dirt and grease affect the transparency of objects?

What do things look like in water? What other liquids can you see through?

(2) Looking in Things

Materials:

- Small handbag mirrors
- Picture of half a person
- Picture of half a boy and half a girl
- Small wooden person
- Small amount of clay in an airtight container
- Two mirrors glued into corner of shoebox

Suggested Experiences:

Ask the question, "What can you see yourself in?" Puddles, windows, ponds, plate-glass, an aquarium, and most matallic objects give reflections.

What is your image like in a mirror, the front of a spoon, the back of a spoon, a cookie sheet?

Where does a mirror have to be held to see behind? Overhead? Around the corner?

(2) Looking in Things (cont.)

Can you use a mirror to reflect the sun's rays?

Place an object between two mirrors facing one another. Look down the side of one mirror into the other. How many images do you see?

Place the wooden figure in front of the mirrors in the corner of the shoebox. How many images are there?

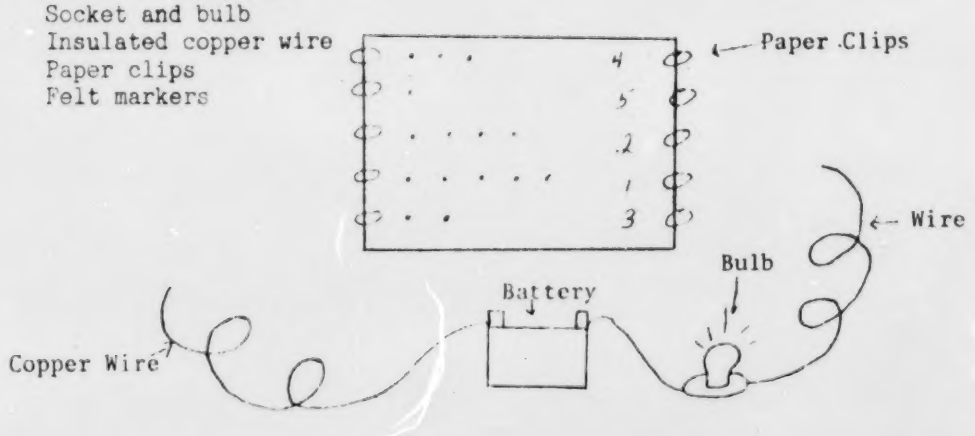
Place two mirrors at various angles, putting the wooden figure in front. How many images do you see?

Look through a kaleidoscope.

(3) Wiring Things

Materials:

6-Volt battery
Piece of cardborad
Socket and bulb
Insulated copper wire
Paper clips
Felt markers



On back side of cardboard, connect paperclip on numeral 1 with the paperclip on 1 dot with copper wire. When loose ends of wire touch numeral 1 and 1 dot simultaneously, the bulb will light up. Continue matching numbers and dots.

(4) Floating and Sinking Things

Materials:

Cork	Aluminum foil	Plastic cup	Plastic box
Marble	Rubber ball	Bark	or Tupperware
Sponge	Blown-up balloon	Large sponge	
Soap	Spoon	Plastic pitcher	

(4) Floating and Sinking Things (cont.)

Suggested Experiences:

How much of an object is above the water surface?

Can children devise ways of sinking floating objects?

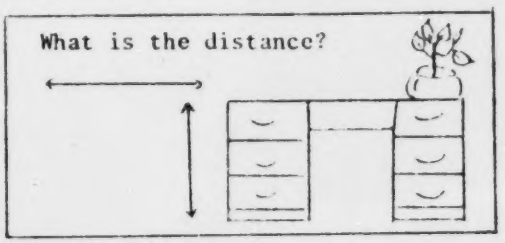
Try adding weights or letting water into an object if appropriate.

Compare an empty plastic bottle with and without the lid.

(5) Measuring Things

Materials: (How Far Is It?)

60" metal tape measure
20 12-inch "feet" cut in the shape of a foot
10 picture cards covered with clear plastic, grease pen and felt
Measure with "feet", paper clips, straws, meter stick



1) Top of piano to bottom
2) Stereo to desk
3) Top of bookrack to bottom
4) Around the pillar
5) Door to the piano
6) One end of the mirrors to the other
7) Head to toes of Mrs. Peterson
8) Floor to the table top
9) Across top of wastepaper basket
10) Floor to sink

(6) Listening To and Through Things

Materials:

Tuning fork
Basin of water (large margarine tub)
Ruler of wood or plastic or metal
Balloon
Wrist watch
String
Two rocks
Funnel
Comb & tissue paper
Jar(s)
Sea shell(s)
Rubber bands of different sizes
Small cereal box or milk carton
Two teaspoons
Soup spoon
Serving spoon
Rubber tube
Different sized nails and string

(6) Listening To and Through Things (cont.)

Watch sound waves: hit a tuning fork on the edge of the table, place it into a basin of water and watch the sound waves.

Make a ruler sing: using a ruler, hold it over the edge of a table. Bend it down and let it go. Listen to the ruler. It hums and sings. When it stops vibrating, the humming stops, too.

Feeling sound: first, blow up a balloon. Pinch the neck and stretch it a little. By letting some of the air out, the balloon makes a sound. You can see and feel the neck vibrating.

Sound goes through ground: when you are outside, have children put their ears to the ground. When one child jumps up and down, the rest will be able to hear his footsteps.

Sound goes through wood: hold a watch up to one end of a long ruler. Put the other end to your ear. You will hear the ticking.

Sound in a jar: hold a jar up to your ear. What do you hear? Fill jar up with water, now what do you hear?

Listen to a big seashell: hold it up to your ear. Fill it with water. Listen again.

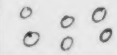
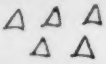
High, middle and low: tie a long piece of string around a teaspoon. Hold the ends of the string to your ears. Have a friend hit the teaspoon with another teaspoon. What do you hear? Do the same with a soup spoon and a serving spoon. Which makes the highest sound? lowest?

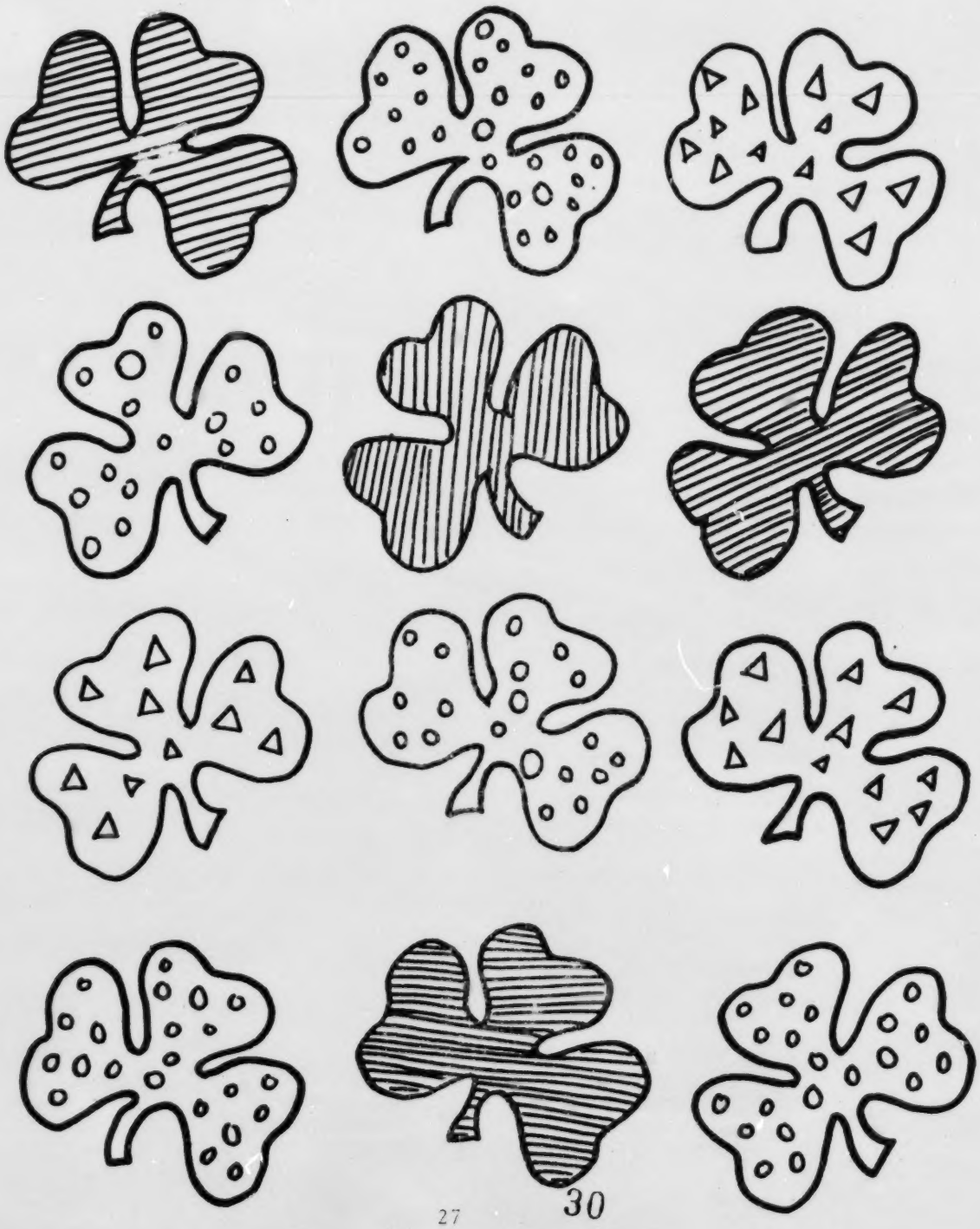
Sound and water: knock two rocks together. What do you hear? Fill a basin with water. Knock the rocks together under water. What do you hear?

A makeshift stethoscope: rest a wristwatch on the table. Move away from the table until you cannot hear it. Push one end of the rubber tube onto the funnel. Hold the other end of the rubber tube to your ear. Hold the funnel over the wristwatch. What do you hear? Hold the funnel over your friends chest. What do you hear?

Watch and listen: cut a hole in the side of a small cereal box or milk carton. Put various sizes of rubber bands over the hole and pluck them. Listen to the different sounds. Watch the strings move.

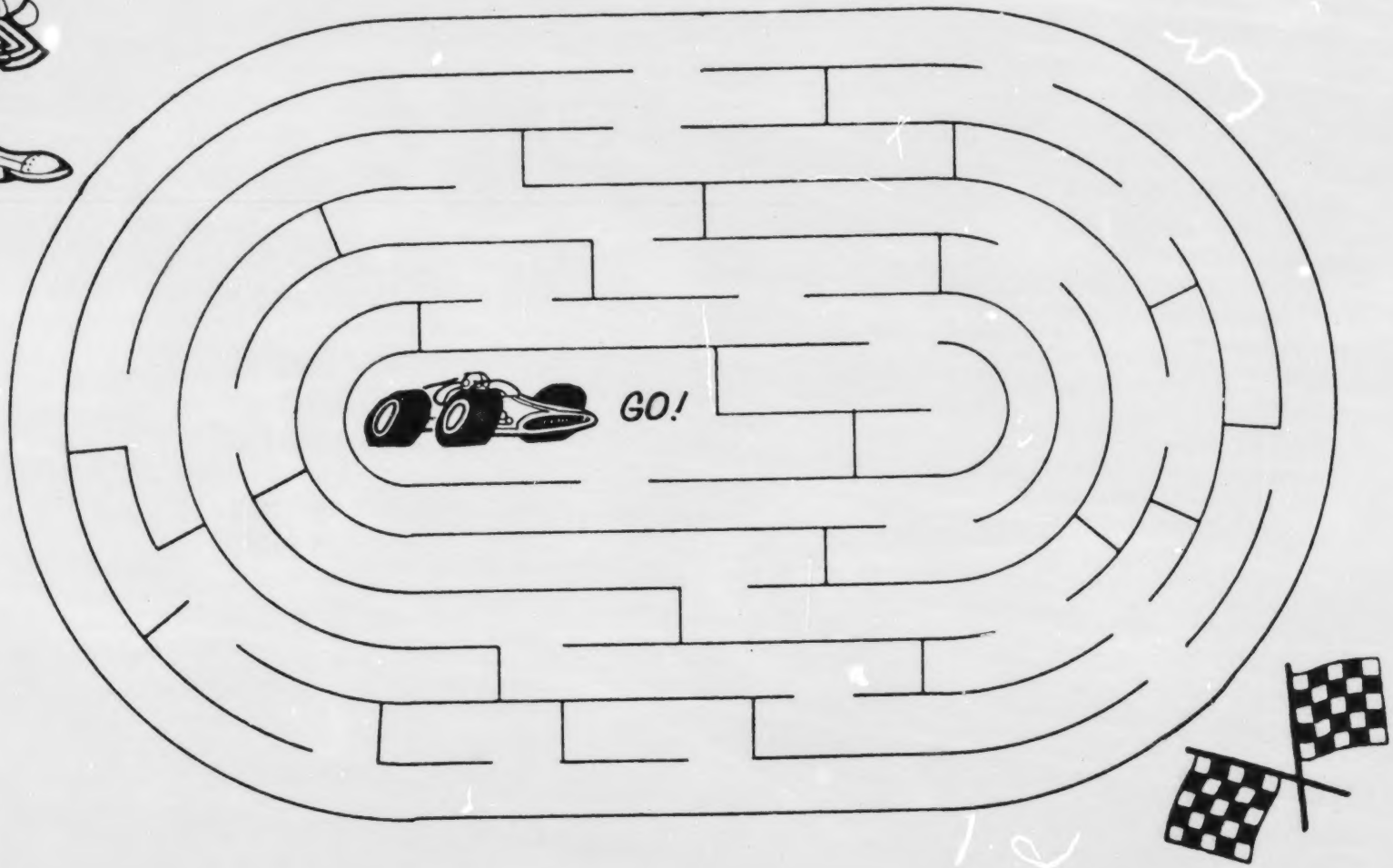
Find & Color

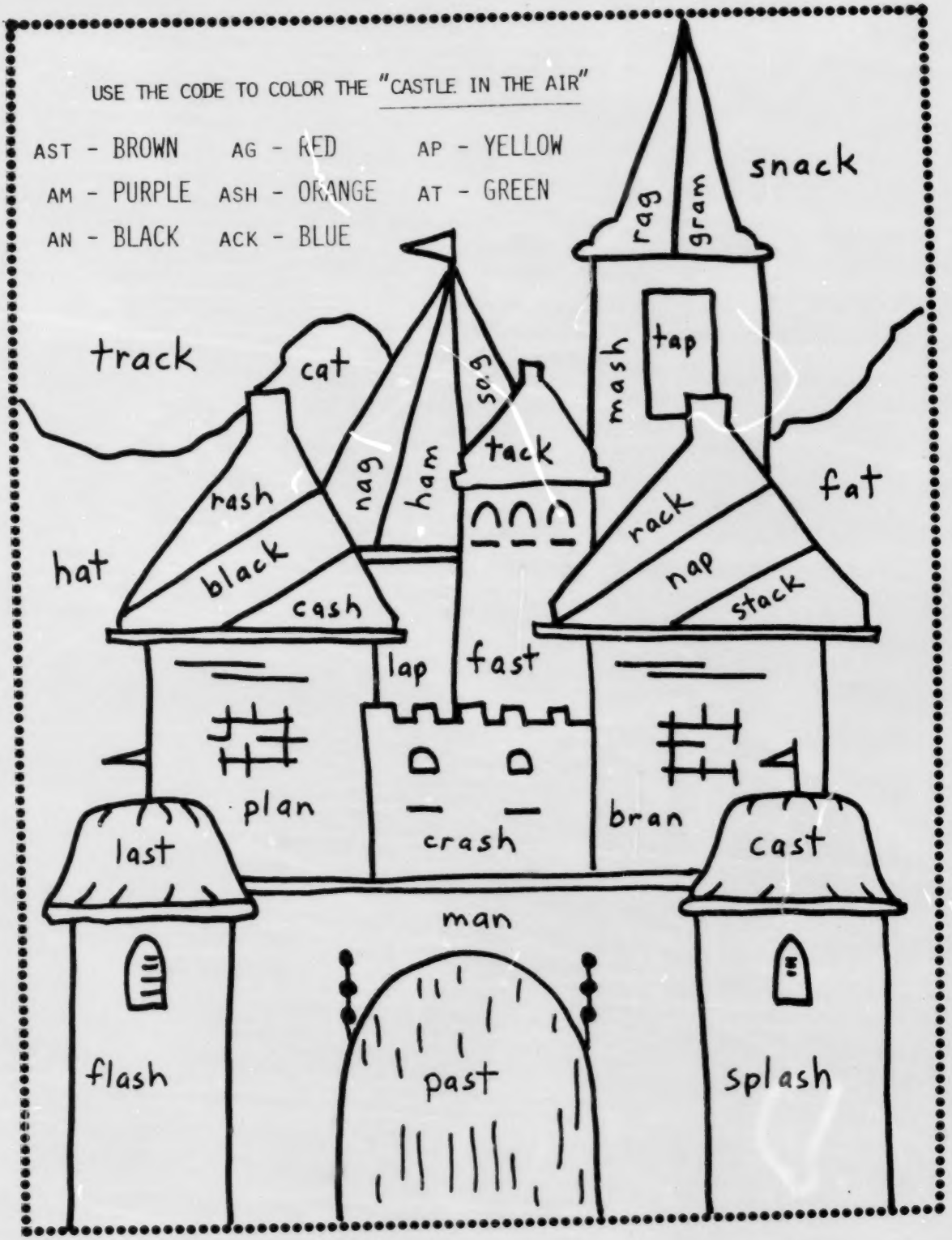
COLOR THE SHAMROCKS WITH		ENERG
COLOR THE SHAMROCKS WITH		NROBW
COLOR THE SHAMROCKS WITH		LOWYEL



Tony Turbo is waiting for the start of the big race...but, can he find the way out of his pit and onto the race track?

Help him find his way to the outer track - he's bound to be the BIG WINNER!




USE THE CODE TO COLOR THE "CASTLE IN THE AIR"
AST - BROWN
AG - RED
AP - YELLOW
AM - PURPLE
ASH - ORANGE
AT - GREEN
AN - BLACK
ACK - BLUE
snack
rag
gram
track
cat
sag
mash
tap
nag
ham
tack
fat
rash
rack
hat
black
nap
cash
stack
lap
fast
plan
bran
crash
last
cast
man
flash
past
splash

2	5	1
4	0	9
6	3	8

DIRECTIONS:

To solve the problems below, you must first use the code to give you the proper numbers. Find the matching position in the code grid, then write that number in your problem.

Example:

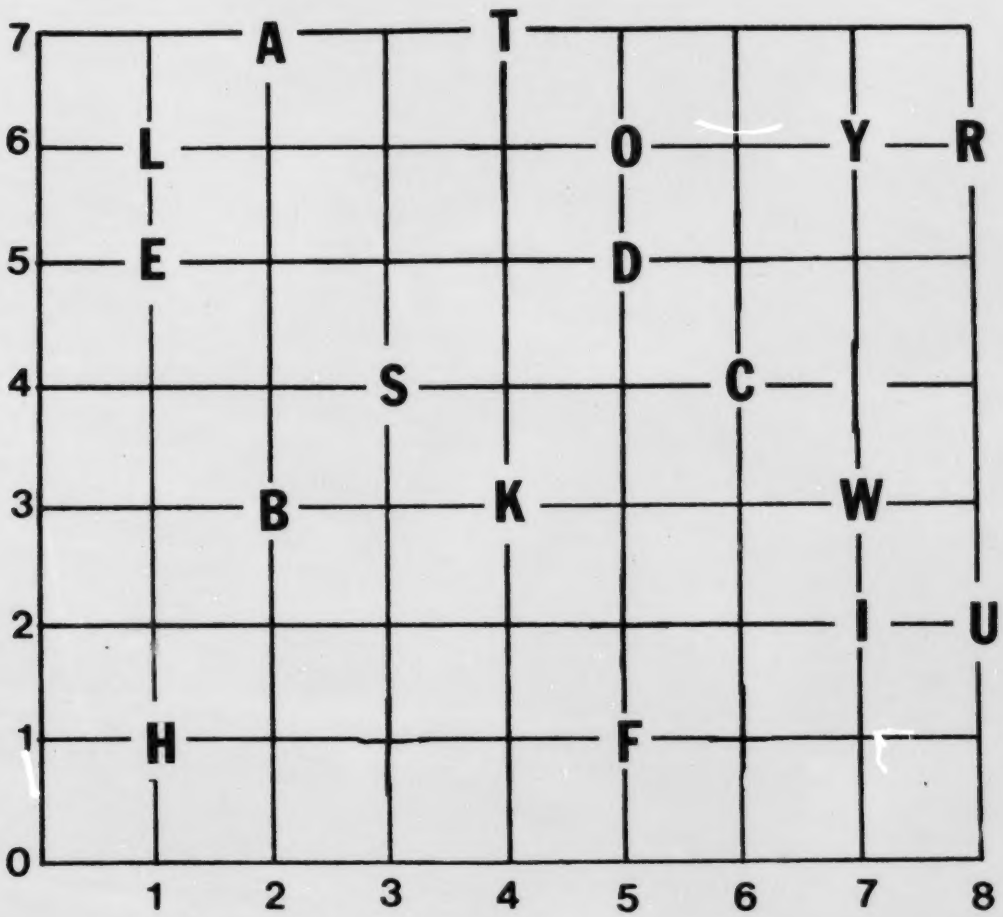
$$\boxed{8} \times \boxed{0} = \underline{0}$$

Next, solve the problem by doing what the sign tells you to do. Write your answer on the line after the equal sign.

1. ☐ X ☐ = _____
2. ☐ X ☐ = _____
3. ☐ X ☐ = _____
4. ☐ X ☐ = _____
5. ☐ X ☐ = _____
6. ☐ X ☐ = _____
7. ☐ X ☐ = _____

The letters on the coordinates below form a secret message. See if you can find the message.

When you use the number coordinates, remember to read <u>across</u> first and then up.



$\overline{(7,4)}\,\overline{(1,1)}\,\overline{(5,2)}$ $\overline{(6,1)}\,\overline{(2,8)}\,\overline{(4,6)}\,\overline{(3,4)}$ $\overline{(6,5)}\,\overline{(1,5)}$ $\overline{(7,4)}\,\overline{(1,1)}\,\overline{(5,2)}$

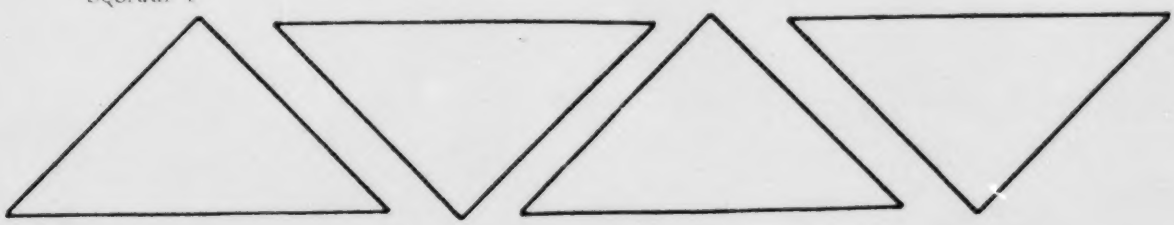
$\overline{(2,7)}\,\overline{(6,8)}\,\overline{(2,7)}\,\overline{(4,3)}\,\overline{(1,1)}$ $\overline{(3,2)}\,\overline{(5,2)}$ $\overline{(3,7)}\,\overline{(2,7)}\,\overline{(7,4)}\,\overline{(1,1)}$ $\overline{(6,7)}\,\overline{(6,5)}\,\overline{(2,8)}$

$\overline{(7,4)}\,\overline{(6,5)}\,\overline{(5,5)}\,\overline{(7,2)}\,\overline{(6,7)}$!

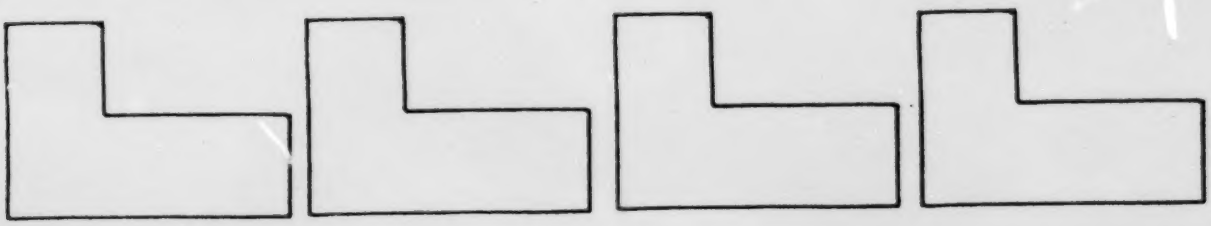
FUN WITH FOURTHS

There are many ways to cut a square into fourths. Cut out the 4 quarters of each square and see if you can put them together to form the square.

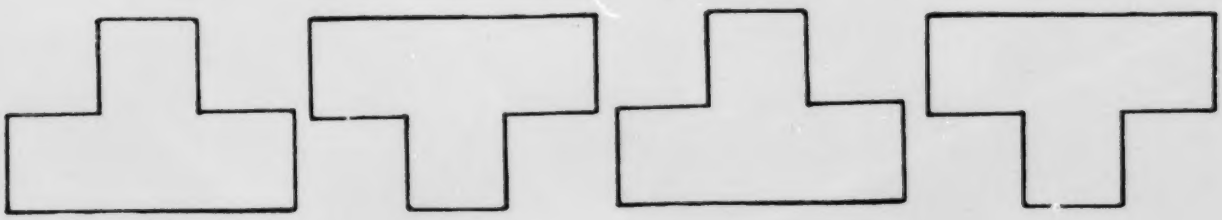
SQUARE 1



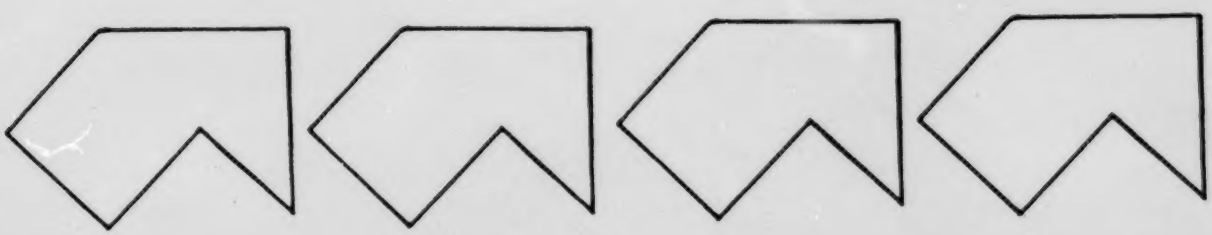
SQUARE 2



SQUARE 3

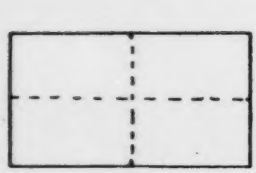


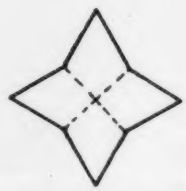
SQUARE 4

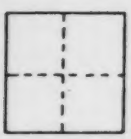


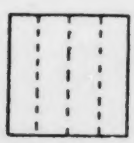
MORE FUN WITH FOURTHS

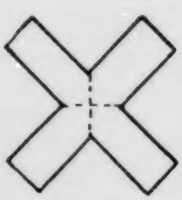
Shade 1/4 of each shape.

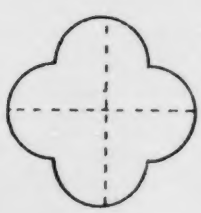


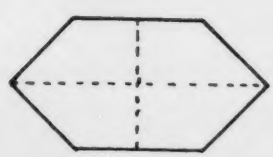






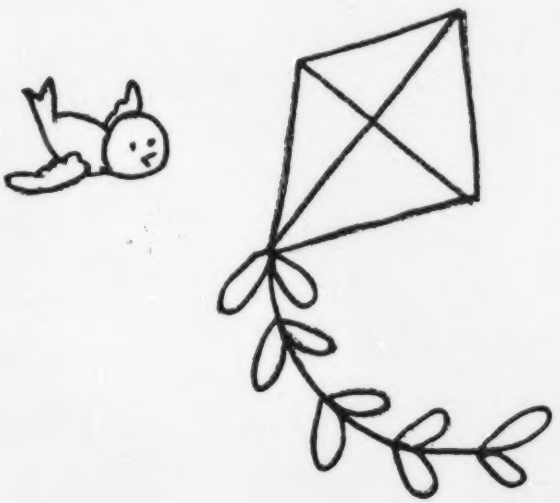






...the Riddle Corner

Solve each side of the equations below. Decide whether the sign in the circle should be less than < or more than > . Circle the letter under the correct answer. When you have finished them all, write the letters in the correct spaces below and you will have the answer to the riddle!



WHAT IS THE BEST PAPER TO MAKE KITES WITH?

1.	$6 + 9$ ◯	7×2
2.	$3\overline{)9}$ ◯	$3 + 3 + 3$
3.	$57 - 32$ ◯	4×5
4.	8×7 ◯	$27 + 22$
5.	$4\overline{)12}$ ◯	$50 - 45$
6.	5×9 ◯	$6 + 9 + 8$
7.	$7 + 6 + 3$ ◯	$9 + 8$
8.	6×6 ◯	7×5

LESS THAN <	MORE THAN >
D	F
L	M
X	Y
O	P
A	B
S	P
E	F
G	R

1. 2. 3. 4. 5. 6. 7. 8.

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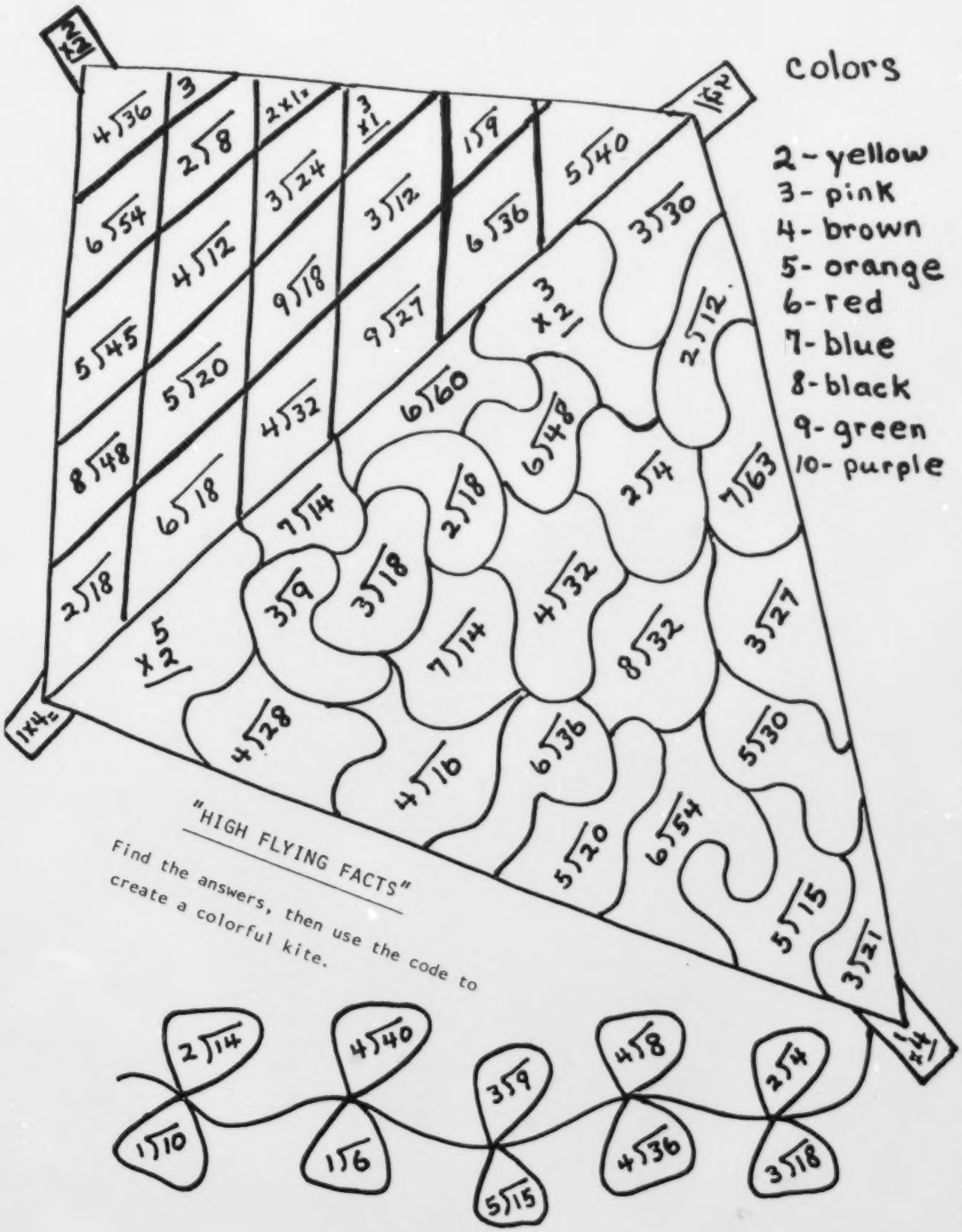


"HIGH FLYING FACTS"

Find the answers, then use the code to create a colorful kite.

1 A	2 B	3 C	1 D	1 E	2 F	3 G	2 H	1 I	4 J	3 K
2 L	2 M	2 N	1 O	2 P	6 Q	2 R	2 S	2 T	1 U	7 V
			5 W	8 X	4 Y	10 Z				

What's it Worth?

1. Find a color worth 11.
2. Find a boy worth 5.
3. Find a girl worth 9.
4. Find a pet worth 11.
5. Find a toy worth 6.
6. Find something cold worth 10.
7. Find a season worth 13.

Each letter has a value as shown in the chart above. Choose words from the box to answer the 7 questions. The value of the letters in your answer must equal the values in the questions.

WHITE	SLED
BOB	CAROL
PUPPY	SNOW
ICE	CANARY
ORANGE	FRED
NANCY	SKATES
SPRING	WINTER

The Post Office

CHOICE ACTIVITIES

PURPOSE — To learn about the services the post office provides to the community.

MATERIALS

1. Suggested film: Letter to Grandmother 6168, Available from Instructional Resource Center, Kern County Superintendent of Schools Office.
2. Books from school or public library:

   America's Stamps
   Stamp Collecting
   Postage Stamps of the U.S.

3. Film projector.
4. Task cards.

INTRODUCTION — Say: "Have you ever thought that the post office provides services to our community? Let's see how many we can think of from our study of the post office."

CLASS ACTIVITIES

1. List children's responses from introductory discussion.
2. View film.
3. Discuss post office services shown in film.
4. Have a resource person (a stamp collector) talk with the children about their stamp collection.
5. Use books as reference books or for individual or small group work, having them report back to the class.
6. Task cards.

SUMMARY

1. Make a composite list of ways the post office provides services to the community.
2. Individual reports from children using task cards.

PROJECT CHOICE #115, A CAREER EDUCATION UNIT FOR GRADES 3-4, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CALIFORNIA 93309.

PURPOSE

To develop student's awareness of the skills they are learning in school and how they relate to future achievements.

MATERIALS

1. Chart paper and felt pen.
2. Activity sheet - next page.
3. Task cards.

INTRODUCTION

Say: "Let's think about ourselves today. What are we studying in our class that will be useful to you for the rest of your life? Tell me, how could you use math if you were a postal worker? Let's list other skills you might use such as reading, spelling, and social skills?"

Make a chart similar to this to record responses:

READING	SPEAKING	ARITHMETIC	WRITING	SOCIAL

CLASS ACTIVITIES

1. Class discussion based on introduction.
2. Task cards.
3. Activity sheet (next page)
4. Have students write a paragraph on the post office job they might like and the skills necessary to perform their job. They may illustrate their story if they wish.

SUMMARY

1. Share Activity Sheets.
2. Reports from students using task cards.
3. Share job stories students have written.

ACTIVITY SHEET

Directions: Discuss the meaning of the skill areas (academic, social, physical, and artistic). Have the students read each phrase and place the number or numbers of the skills needed in completing the task.

1. ACADEMIC 2. SOCIAL 3. PHYSICAL 4. ARTISTIC

_____ waiting on a customer at a service window

_____ weighing a package for mailing

_____ following directions

_____ addressing an envelope

_____ sorting packages

_____ working with others

_____ ordering stamps

_____ collecting the mail from collection boxes

_____ walking

_____ loading a mail truck

_____ driving a mail truck

_____ giving someone information

_____ delivering mail

_____ talking to your boss

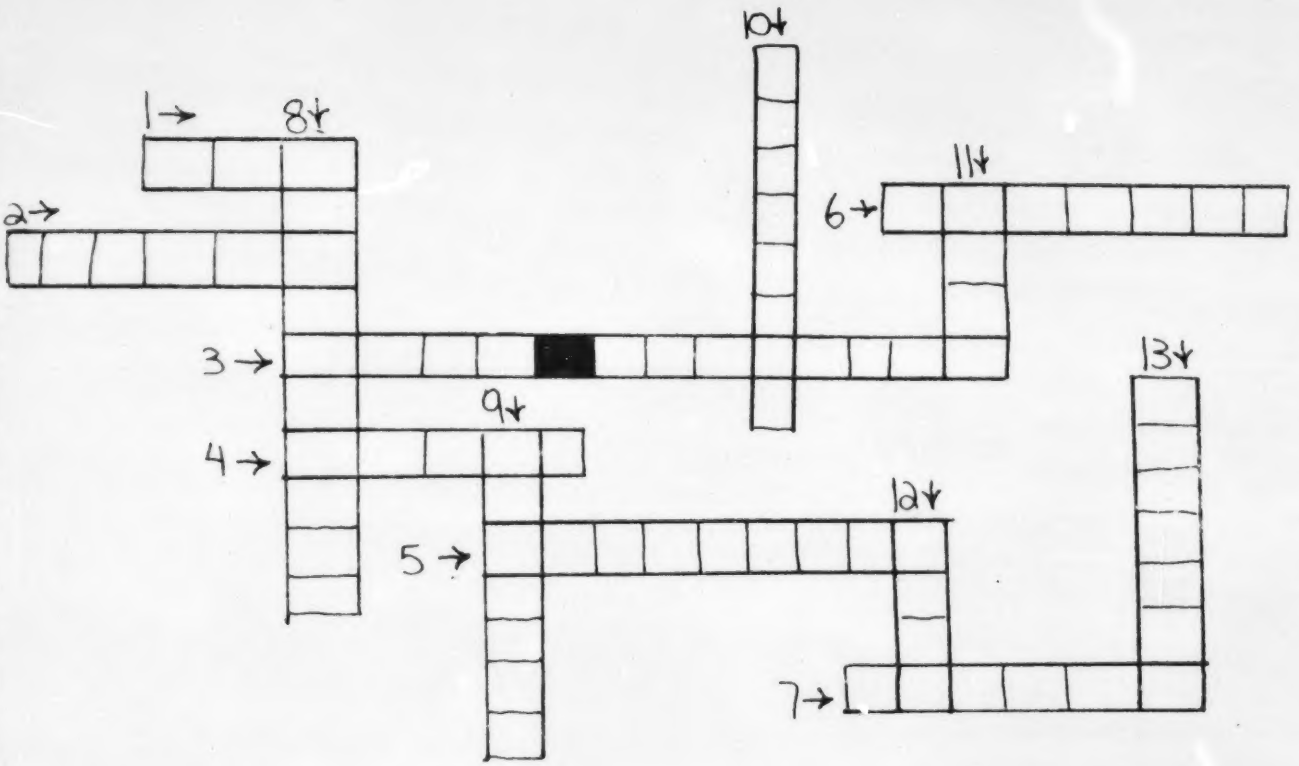
_____ sorting mail

_____ using machines

_____ designing a new stamp

_____ reading a city map

POST OFFICE CROSSWORD



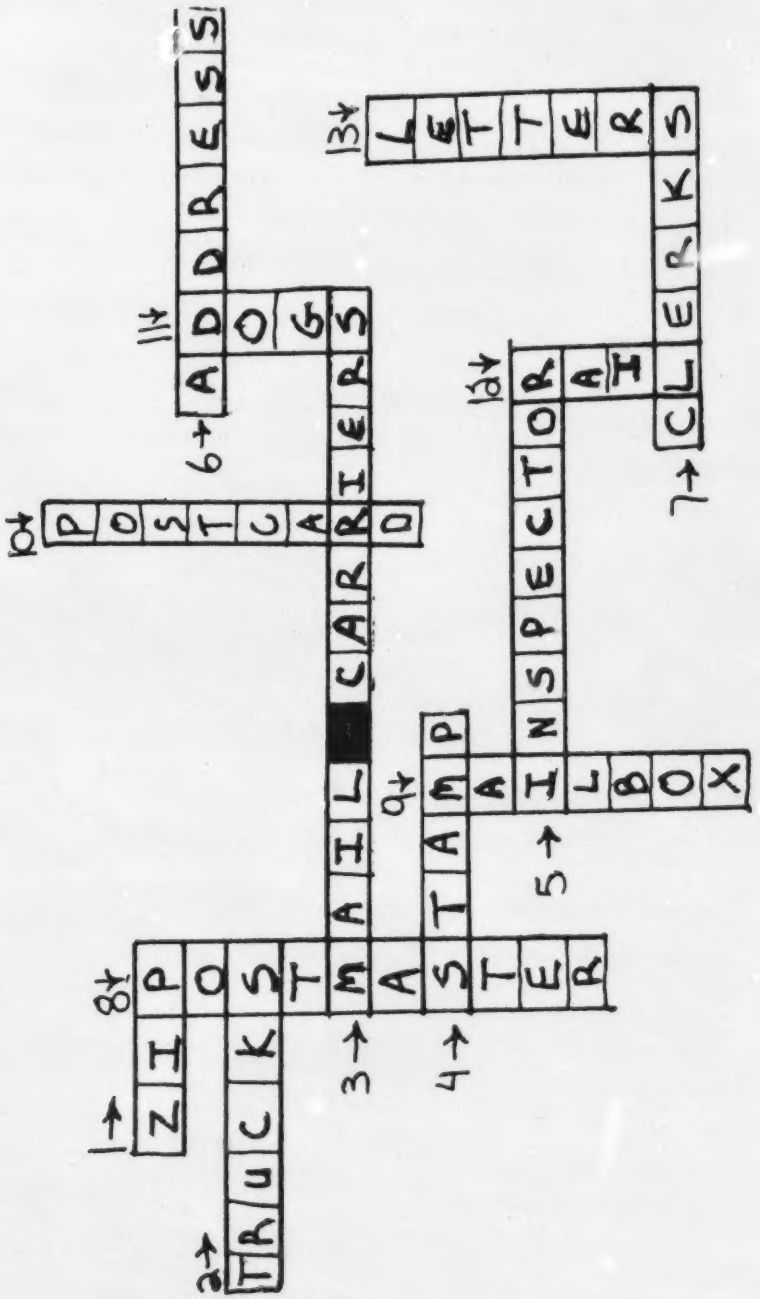
ACROSS

1. 92111 is called a _____ code.
2. They carry the mail.
3. They deliver the mail.
4. You will need it to mail a letter.
5. Checks to make sure mail is used legally.
6. Found on an envelope.
7. The many people who work in a post office.

DOWN

8. A person who is head of a post office.
9. Where you would mail a letter.
10. Something you might want to send s friend while on vacation.
11. Usually not a mail carrier's friend.
12. Another way mail travels.
13. The postal workers sort many each day.

ANSWER TO POST OFFICE CROSSWORD PUZZLE.



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A CLASS ADDRESS BOOK

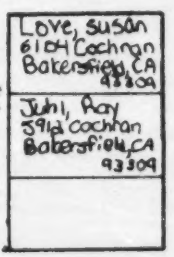
You need:

1. ditto masters
2. paper for the ditto machine
3. someone to run off the dittos on machine
4. 12 x 18 inch newsprint
5. pencil or pen

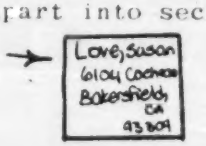
Let's make an address book!

Divide your ditto master like this. You will have room for three people to include their names and addresses on each ditto master.

Get some more masters and let everyone in the class participate. Have someone duplicate the dittos for you. Give each student one copy of each list.



Cut the dittoed sheet apart into sections like this.



Arrange the sections in alphabetical order. Paste into a newsprint booklet in alphabetical order. Now everyone has a class address book.

Proofreader Needed!

You need:

-paper

-pencil

-reading and writing skills

Write this letter again! Put in all the capital letters and periods that have been left out. Give the letter to a friend to check.

1632 hill street
los angeles, calif.
march 20,

dear mark,

thanks for a really neat week-end i had a swell time the hockey game was the first game i've been to i am glad the san diego team won

i hope you can come visit me maybe you could come in may sometime write and let me know

your friend

don

LET'S GO SHOPPING!!!

You need:

-paper

-pencil

-store catalog

You need to buy three gifts.

Use a catalog to do your shopping.

You have twenty dollars ($20.00) to spend.

You need to keep the weight under 5 pounds

so you can mail your gifts.

What would you buy?

Total up the cost of the three items. Do not forget 6% sales tax.

Add a dollar for wrapping your package.

Now total the weight of your gifts; adding another ½ pound for the weight of the package.

Figure out how much postage you will need to mail your package at 20¢ a ½ pound.

How much did you spend altogether?

Have a friend check your math.

The post office has chosen you to design a new stamp. Think of a subject for your stamp, such as a famous person, historical event, or something about nature.

Go to the school or public library and find out some more about the subject you chose. Write a paragraph summarizing what you have learned.

Make a pencil sketch of your stamp. Use your background research to help you decide what to include in your design.

Now make the final copy of the stamp by using felt pens.

Plan to give a report to your class sharing your stamp and research work.

PONY EXPRESS RIDES AGAIN!!

You need:

1. paper
2. pencil
3. imagination
4. writing skills

You are a pony express rider!

Write a diary about a week's adventure in the life of a pony express rider.

Use your imagination and good writing skills.

For background information you might want to go to the school or public library to find a book about pony express riders. Some factual information would make your diary seem real.

Share your diary with the class!

Games for Skill

BALL-HANDLING GAMES

★ Teacher's Choice

a. Players (4-8) stand on a line or in a line facing a classmate who is designated the teacher.
b. Teacher chooses the ball he wishes to use and throws it to each child in turn. (Equipment consists of different type and size balls for each playing group.)
c. Each player attempts to make accurate throws and good catches, using correct form.
d. When each child has received the ball, "Teacher" goes to the end of line, and player at head of line (right side) becomes the new "Teacher" and chooses ball to be used.
e. Game continues until each player has been the "Teacher."

This is a simple type game drill to practice basic throwing and catching skills. Emphasize correct movement in throwing and relaxed catching action.

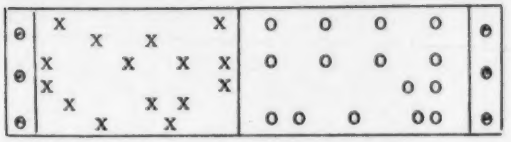
★ Circle Call Ball

a. Usually six to eight players in a circle.
b. One person stands inside the circle and tosses the ball into the air, at the same time calling out the name or number of the players.
c. The person called on must catch the ball before it touches the floor.
d. If he succeeds, he becomes the leader and goes to the center. If he fails, the original center throws again.

(The vertical toss, as used in the game, is difficult for primary children. Often they throw the ball over their heads rather than

throwing it vertically. The teacher can help them with this type of throwing by suggesting that they release the ball as soon as they have lifted it to a position directly in front of the chest rather than waiting until they have it at shoulder height.)

★ Pin Boundary Ball



a. Players are divided into two teams.
b. Players of each team occupy the area between their own end zone and the center court line as shown in diagram.
c. Each team has one ball in its possession (rubber ball or volleyball), and three pins located in its end zone. (May use two pins per team instead of three.)
d. At a signal, members of each team attempt to throw their ball so that it will bounce, or roll across the opponent's end zone area, and also possibly knock down a pin in the opponent's end zone.

Scoring

a. One point is scored each time a ball rolls or bounces over a goal line.
b. Two points are scored each time a pin is knocked down. (The pin stays down.)
c. Balls going across the opponent's end zone area on the fly do not score a point.
d. If a ball goes out of bounds before going completely through end zone, it does not score a point.
e. If a team successfully knocks down all three of the opponents' pins, it wins the game; otherwise, the team with the most points at the end of the playing period would be the winner.

The Game in General

After the first throw, balls are thrown back and forth at will; players try to prevent balls from crossing their end zone but may not go into the end zone to block or catch the ball. Players, otherwise, may move about freely within their own side of the playing area but not enter opponents' territory. Players may run with the ball to the center line before throwing.

Teaching Suggestions

Teachers should encourage all children to throw the ball and not pass it to the best throwers. This way all children are getting ball throwing practice.

★ 5-Around

a. Divide class in half with each group or team forming a circle.
b. The two circles will compete against each other, using whatever type of ball the teacher wishes to use.
c. One person in each circle will hold the ball for his circle over his head, and upon the signal to start will pass the ball to the person on his right, and when the ball has traveled around the circle once to the person who started it, everyone in that circle will yell "one!"
d. Each circle will continue to pass the ball around in the same direction, and each time it reaches the head person, the group will yell out the repetition, for example, "two," then "three," and so on until the number called for has been reached - either 5-around or 10-around.
e. The first circle to successfully complete the number of cycles will be the winner.
f. Each person must handle the ball each time it travels around the circle, or the circle is disqualified.
g. They must pass the ball, not hand it to the person!

★ Zigzag Danish Rounders

a. One ball for each group - approximately six students per group (three facing three).
b. Players in each group pass the ball back and forth in a zigzag pattern down the line and back within their own group.
c. On the whistle the player with the ball holds the ball and the other players in his group line up behind him. As the players line up, the ball is handed overhead from player to player.
d. The last player in line runs up to the head of his line and calls "Danish Rounders."
e. The group finishing first, wins.
f. Each player must hand the ball; it cannot be thrown. If ball is dropped, it is started again at the point it was dropped.

Teaching Suggestions

Vary the types of passes in the two lines: underhand, overhand, bounce, bowling. Vary the passing down the single line: overhead, under, over, and under

Report Card Time

(Note to Teacher: This may be used as a ditto)

How do you rate yourself?

You need:

1. paper
2. pencil

Student:

Classroom:

Teacher:

Write:

very good
or
good,
or
needs improvement

Work Habits

1. Ability to follow directions
2. Responsibility
3. Organization
4. Quality of work
5. Amount of work

Attitude

1. Toward other students
2. Toward school workers
3. Toward work
4. Toward learning

Personal Habits

1. Attendance
2. Promptness
3. Courtesy
4. Appearance

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March 20, 1982
9:00 am ~ 2:00 pm

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A laboratory usage fee to cover construction costs is required. California State College, Bakersfield credit will be available at 1 quarter unit for every two sessions attended.

Bring your lunch!
Coffee will be provided.

For further information contact Roberta Faeth-Goodman, at 834-3700 Extension 285.

The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as defined in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergent production, divergent production and evaluation.

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